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JOURNAL of EDUCATION

A. E. WINSHIP and A. W. BELDING, EDITORS

ISOBEL R. LAY, MANAGING EDITOR

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By J. H. Harris

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EDITORIALS

The Glory of a Machine

WE rarely hear an address that meets the spirit of the day as completely as an address by Whiting Williams of Cleveland at the banquet of the National Vocational Guidance Association at the Cleveland meeting of the Department of Superintendence.

He gave a dramatic description of a man at a machine in a great industrial plant.

The glorious sense of mastery as one makes a vast shaft of iron go where he wants it to go, as he wants it to go, when he wants it to go. To feel the power of his mind, of his skill, realizing that that creation of his may go into an ocean steamer to make safe thousands of voyages. To appreciate that that machine enables him to do infinitely more than he could do without it, more than a hundred men could do without it.

The climax was his portrayal of a laborer's conception of his relation to the great industry. He says a master mechanic feels that he is as much a part of the United Steel Company as the president of the corporation. He says the present age makes every workman feel: "We are a wonderful group of men in this United Steel Company." He knows that his mastering of his machine is as vital to the success of the company as the man who takes orders for the work he does.

If the schools of today can make the boys and girls feel that they are literally to be a vital part of the civilization of their day it will give a thrill to the schools as truly as that which went into every nook and corner of the civilized world when Lindbergh stepped from "The Spirit of St. Louis" in France.

Interesting Salary Schedule

ROCKFORD, Illinois, Frank A. Jenson, superintendent, population 70,000, continues to do heroic new things such as it has been doing for a quarter of a century. Its latest is a scientific salary schedule.

No teacher will be employed who has not at least a professional training equal to two years in a

first-class institution. No one can continue in service who does not attend a high class professional school at least six weeks every five years.

The minimum salary is $1,050, and this is increased automatically $50 a year for the first two years, and then $100 a year until it reaches $1,850. By means of earned credits this may be carried to $2,200, and it is possible to carry it to $2,450 in the same length of service.

Credit for travel may be earned as well as by study. The men have a differential of $350. There is a special increase in the salary for various principalships and other phases of service. The teachers, 467, signed the elaborate contract on or before April 8. The schedule appears to have been universally appreciated.

Superintendent William J. O'Shea, New York City, continues demonstrating heroic common sense in urging teachers to assign less home work, and when they do assign home work, that there be little written work assigned.

The Carnegie Emergency

AMERICAN education is facing the greatest crisis since the Civil War. Whatever the cause and wherever the blame for present conditions money must be immediately available to keep faith with the eight hundred and more present beneficiaries of the Carnegie Foundation and those who have planned to retire this year expecting the Carnegie pensions as previously expected.

It is inconceivable that Dr. Pritchett and his associates cannot call to their relief sufficient millions to prevent a tragic scandal. The Foundation is morally bound to provide for this at once. It is the only escape from an intolerable condition.

Future conditions will need heroic rescue, but there is no escape from the present emergency. No excuse is acceptable. "Bankruptcy" will be of no avail. Noble reputations will be bankrupt unless the Carnegie Foundation keeps faith with those who have been depending upon this regular check, and with those who are retiring with every expectation that they will receive the anticipated check.

Believe in College Men

THE questionnaire which Dean Henry Grattan Doyle sent to three hundred college deans of men has clearly demonstrated that those who know college and university young men know that they are as a class studious, wholesome, well behaved, and worthy of high praise for what they are and for what they do in this individualistic age.

There was never such a social atmosphere imaginable in the world's history. There was never such a variety of homes for boys to go to college from, and there were never such a medley of college professors seeking notoriety as now.

When Dean Doyle issued that questionnaire there were those who had a panic. They knew colleges by the noisy professors, and it seemed incredible that Dean Doyle could discover a creditable opinion of college boys from college professors.

The result of the questionnaire justifies Dean Doyle's faith in college men socially and scholastically. Dean Doyle wisely says that the college atmosphere of today is not made by the college men of today. "Let us put the blame for whatever is wrong on those who have produced it."

The Massachusetts Association for Educational Methods, Della Gertrude O'Connor, president, will hold its spring meeting at Westminster Hotel, Boston, May 11. The speakers will be Dr. William F. Linehan, Teachers College of Boston; Dr. Vernon S. Jones, Clark University; Superintendent John J. Scully, Brockton; Superintendent James J. Quinn, Winchester; Superintendent William S. Young, Worcester; Gertrude E. Bigelow and Lillian M. Towne, Boston, principals.

Modern School Books

EDUCATION is America's chief progressive creation, and nothing in modern education is more scientific and constructive than the school books. Schoolhouse architecture, furniture, libraries, laboratories and equipment are more spectacular, but in nothing has there been as important progress as in textbooks. Every real advance begins with the school books. For instance, health through the schools is saving the lives of a vast number of children, is promoting the health in millions of homes, is increasing the number of days that all classes of men and women work, is greatly increasing the pleasure men and women get out of their leisure.

There is no way to estimate the financial value to individuals, families, industries and communities in innumerable ways that school health and hygiene are promoted.

Practically all of this is the fruit of school textbooks, which are highly scientific, inspirationally artistic, fascinating to families, to fathers and mothers as well as to pupils and students.

Every penny put into health school books brings back dollars to the public. Wealth as well as health is in the school books of today, and this is equally true of all the best books that children use and take home for the use and enjoyment of the family.

The College of Women, Western Reserve University, Cleveland, is to receive $200,000 from Edward S. Harkness, who has previously given the university a million dollars.

Achievements of Horace Mann

[Address of A. E. Winship at the dedication of the Memorial tablet on the Monument on the site of Horace Mann's birthplace, Franklin, Massachusetts, May 4, 1929.]

THERE will never be any occasion to defend Horace Mann's supremacy in American education. The conspicuous characteristic statue in front of the Massachusetts State House and the fact that he was one of the first Americans to be elected to the Hall of Fame in New York City eliminate all rivalry for the distinction of educational leadership in the New World.

There is, however, an irresistible demand to know just how this New World leadership was attained, and why it has never been challenged.

Cream, as it floats serene and beautiful upon the surface of the milk, needs no commendation, but the Massachusetts legislature specifies several values as the milkman leaves it at our door.

The cream is there because every minutest cell of butterfat has been floating up there. The difference between Ayrshire and Hereford cream is not at the top but in the tiniest cells that start for the top.

What the scientific historian wants to know is what is the personality and what are the achievements of the boy born in Franklin, Massachusetts, May 4, 1796, that placed him above all other school men who have had their opportunity to challenge his supremacy.

First, Horace Mann discovered an American public spirit that had defied detection for forty years so that every public school under the Stars and Stripes must be traced back to Horace Mann in Massachusetts from 1826 to 1846. There is no place to stop in the search until the source of the public school spirit was discovered by him. That of itself justifies his supremacy in New World education.

Second, Horace Mann's dramatic consecration to the public school as the creation of a new American citizenship will hold the public attention as long as America challenges the admiration of the world.

Third, his first five Annual State Reports are the five noblest educational productions in a century. They have had no rivals and never can be rivaled. The libraries will be searched in vain for five volumes on America's education in any wise comparable to these five Reports. No crisis has arisen that is not better met in these Reports than by any other writer. There is not a sentence in these Reports that is a misfit on any occasion today.

Mr. Mann established the first three State Teacher Training Schools in the New World. Despite the fact that this brought him into fierce conflict with a combination of all the traditions and prejudices of those hectic times, those three State Normal Schools are the source of all standardization of teacher preparation which dominates every state in the Union today.

The experiences of Mr. Mann in Congress and at Antioch from his fiftieth to his fifty-ninth birthday are interesting incidentally, but they are no part of the achievements which have enthroned him as the Great Teacher in the New World.

Massachusetts Federation

THE Massachusetts Teachers Federation, Annie C. Woodward, president, and Stanley R. Oldham, secretary, has had by far the most successful year in its history from every standpoint. For the first time the teachers of the state are quite generally enrolled in the Federation through enrollment in some of the Federated Clubs and Associations. The annual delegate meeting on April 20 was harmonious and genuinely devoted to all of its plans and purposes, professional and otherwise.

The president and secretary are given associate officers that have demonstrated efficiency in leadership. The vice-presidents are: P. Byron Reid, of Taunton; Oscar F. Raymond, of Brockton: Miss Mary S. Fellows; treasurer, William J. Sanders, Haverhill; directors, John E. Lynch, Worcester; Bruce F. Jeffrey, Fitchburg; Henry F. Fisher, Quincy; Miss Grace McGrath, Boston; Gilman H. Campbell, Easton; Henry H. Harris, Lowell; and Herbert H. Howes, Medford.

Vision of Mary S. Fellows

MISS MARY STUART FELLOWS of Everett, Massachusetts, has a vision quite beyond any that has been revealed by any other New England educator. In October she will have by far the largest educational audience ever dreamed of in New England, and it may be the largest ever known under the Stars and Stripes.

Boston now has the largest indoor arena in the United States, probably, and Miss Fellows, as president of the Middlesex County Association, has lined up several other county associations which have always had their meetings in Boston, and will mass them all in the vast arena, reducing the traditional two-day meetings to Friday, and provide a program that no one will want to miss. Miss Fellows hopes to have an afternoon program such as the citizens of Boston have never had the privilege of enjoying. If her vision can materialize the size of her audience may pass all bounds.

Belding's Page

COMPARISONS ODIOUS

THE importance of report cards in any given family appears to vary directly with the number of A's. A certain mother whose three children are star pupils chanced to be calling at the home of a neighboring mother who is less fortunate. The caller began talking to a son of her neighbor, and casually inquired: "What kind of card did you get?" The boy was puzzled, and requested her to repeat. She did so. Still he was puzzled. Finally she explained that she meant his report card—and he imparted the information which she wanted.

In another neighborhood much irritation was caused to a certain mother by a certain Mrs. Q., who always watched for the former's little girl as she returned home with a report card, and always called the little girl over to her in order to examine the card. Mrs. Q., of course, had a child of her own, who usually drew high marks, while the other woman's child drew lower ones.

Perhaps the thing which yields the greatest satisfaction to some mothers is the fact that their children, in spite of parental deficiencies in the matter of brains or education, have been able to score high marks in school, while other children who ought, to judge from their parents, to excel in lessons, signally fail to do so.

It is, by the way, one of the most hopeful and at the same time most discouraging facts about popular education, that the child without intellectual background or cultured parents frequently attains high scholastic rating, while the child of bright, well-educated parents may often make a very poor showing in the classroom.

It would be easy to conclude from a glance at many such cases that the effects of mental discipline do not extend beyond the generation which has undergone such discipline. Our biologists and psychologists will require a long time to solve the riddle of inherited progress.

HOW FAR TO PUSH

HOME environment, of course, plays its part in pupil progress. Usually the teacher can tell what sort of home the child has come from, even without having seen the home or either of the parents. A home which co-operates with the school is an immense help.

Still it may happen that the child who has every opportunity to do well in school fails to do so. Tommy's college-bred parents may have set their hearts on the lad's having a brilliant career as a student. They may give him every encouragement and every opportunity for study. They may register him years in advance for entry at some favorite institution of learning. And yet they may be disappointed. Sometimes the very zeal of the parents appears to cause a contrary reaction in the mind and purpose of the child. If parents are too eager, children may not, themselves, take any interest.

The boys and girls most worthy of a higher education in college or technical school are those who supply their own ambition. No doubt a right amount of encouragement and guidance helps. How to measure the right amount is the puzzle.

Parents or principals or teachers who perceive that a boy or a girl is being prodded to the point of becoming resentful or rebellious about going to college should quickly change tactics, remove the pressure, and wait for ambition to rise within the soul of the pupil. This may result in some pupils never fulfiling the ambitions their elders have for them, but by the same token it will relieve the colleges of a heavy burden regarding which they complain frequently. The undergraduate who never really wanted to attend college belongs somewhere else. He may be exposed to an education without ever catching it. The only sure way to catch an education is to want to catch it and be willing to make sacrifices, if need be, in order to do so.

INFORMAL INSTRUCTORS

AMERICA has today a good many schoolmasters whose seats of instruction are quite outside the system of organized education. Think of the influence exerted upon the minds of young and old by a man like Edison, a man like Ford, or a man like Hoover.

The attitude, example, and public utterances of a President of the United States invariably affect the people greatly. President Hoover is engaged at this time in a conscious effort to alter the behavior of many citizens by showing them the vital importance of law observance. He is striving to teach those who endorse men for appointive office that they assume a serious responsibility and one which warrants publication of their names. He is teaching loafers in the federal service that they must get busy or resign. If Mr. Hoover continues at his present rate, he may turn out to be a more effective teacher than our schoolmaster-President himself.

Anson W. Belding

Associate Editor.

Making Education Practical

By M. P. SHAWKEY
Morgantown, West Virginia

"MAKING Education Practical" implies that it has not been practical heretofore. There has been much complaint to that effect. What the complainants really mean is that the high school graduate can't operate a typewriter as fast as the girl who has taken a six-months' course in a business college; that the school does not teach the boy to drive an automobile or repair a punctured tire; that it does not teach the girl how to *darn stockings* rather than to *confound history;* that high school graduates cannot wrap up a package as quickly or as neatly as the girl who went into the department store instead of the high school.

A prominent critic of present-day education made an address before the National Association of Cotton Manufacturers at Boston about a year ago, from which I wish to quote several striking passages.

"The education that once made teachers and preachers, scholars and historians, must now be reformed to meet the changing conditions.

"Modern education has not kept pace with the progress in science, social progress, business progress, or financial progress.

"Our present system of education, public, private, and collegiate, is archaic and chaotic."

The distinguished speaker told his audience also that:—

"A university could never have brought forth a Vanderbilt in transportation, a Rockefeller in oil, an Edison with more than a thousand inventions or a Henry Ford with pioneering genius in a new form of transportation with more than 10,000,000 motors to his credit, or 40 per cent. of the world's output.

"A university could have killed, by negations and deflections of their active minds into books and libraries, the individual initiative that has here given the world its greatest modern services.

"A Heidelberg professor told the Wright brothers that the reason they invented the airplane was because they had not been educated to know that it could not be done. The curse of higher education to the business world is the curse of the government in business—its negations and deflections.

"Law and legislation declare 'thou shalt not,' but never 'thou shalt do.'"

He further declared:—

"A business and financial training should not be cut off from the university course; it should be knit in with it. Every college president, every instructor, every professor, needs it. The scientific man, the man of society and leisure, need it to manage the business side of their lives.

"The so-called higher education does not now require a mastery of the two fundamentals that must sustain the work of the university—a knowledge of life as respects physical health and as respects business or financial support and defence.

"The aim of education should be not only truth, but the service of truth. In the passing age of theology the emphasis was on truth. In the New Age and the new theology the emphasis will be on service.

"But, primarily, education wherever obtained should give one the mastery of the tools of one's trade or service."

Education is still too pedantic. It is not natural enough. It is still too much inclined to do the thing that was found good yesterday and not ready enough to ask what is good today. Ex-Superintendent McAndrew of Chicago declared two or three years ago that it is all right to take off your hat to the past, but a lot better to take off your coat for the future. In this day of speed and discovery we are doubtless taking too many of our few school hours for ancient history, ancient languages and ancient processes. Classic literature is precious, but why can we not develop some classic science, classic sociology and classic economics? Why should not the literature which translates the exciting times in which we live be made just as worthy and just as valuable as that which we borrow from our ancestors? Changing the interrogatory, why should we not live our own lives more completely and worthily rather than to try to live the lives of our grandfathers and grandmothers or the lives of some ancient ancestors now three or twenty centuries old?

We may be able to reach an agreement that our educational program ought to be made more practical, we shall not find it so easy to reach an agreement as to what *is* most practical.

James J. Davis, Secretary of Labor in the President's Cabinet, in a recent report lays some serious strictures upon our public school system. "In the past," says he, "the educational program of the United States has not been a democratic program in that there has been discrimination as between different groups of citizens in the provision for free educational service. For those groups desiring what is commonly called 'general education,' or 'cultural education,' and for those desiring to enter the professions, ample provision has been made at public expense. For those of our citizens who work for a living, only within

comparatively recent times have their needs for educational service, particularly in the fields of their work, been recognized.

"Vocational education as it exists in this country today represents at least one phase of extension of education and service to a group of our citizens who have in the past been to a considerable extent discriminated against.

"Vocational education is that form of education which either assists prospective workers in entering an occupation to advantage or assists those already employed to follow their occupations to better advantage; in other words, it is that form of education which enables people to *get* a job, *hold* a job, or get a *better* job. It is therefore that form of education which assists those people who *work*—who, as a matter of fact, comprise the great majority of the population of the United States."

Mr. Davis is naturally an enthusiast for vocational education. With him the average vocationalist is prone to look upon vocational education as the complete answer to the demand for more *practical* education. Experience in that field, however, does not quite justify such a sanguine attitude. Frankly facing the situation, we are compelled to admit that manual training from which we expected so much a few years ago has not yielded the results so fondly anticipated. Agricultural education is gradually dropping back from the high pitch of its popularity, and that, too, in spite of liberal federal subsidies for its development. Domestic science has found neither a more useful or a more lucrative field than literary or professional pursuits. Trade schools have been maintained in this country with greater difficulty than any other class of schools, yet some of these schools are *ultra* practical in both theory and practice.

It is not at all surprising that there should be differences of opinion as to what *is* practical. Between those who stand for liberal or cultural education and those who simply want to modernize our educational systems, there is no wide divergence of opinion. It is only the classicists and the utilitarians that are irreconcilable. According to the utilitarian proficiency in operating an adding machine is a more practical thing than the long laboratory research necessary to invent such a machine. By such a classification the users of tools are more practical people than the men who devise tools and other forms of labor-saving machinery. Reduced to its logical conclusion, the theory means that *muscle* is practical, but *mind* is impractical. Sympathy with this idea is entirely too common. In our present state of mind we could perhaps get a unanimous vote for the proposition that to teach a boy how to repair an automobile tire would be a very practical bit of education. But how would you undertake to prove that learning to repair automobile tires is any more practical than learning to sing or learning to play the piano? If it comes down to a necessary alternative I am willing to risk my judgment that the world could get along quite as happily without the auto tire as it could without the song—though of course it might not be able to get along quite so rapidly.

What the practical education man for the most part wants is some form of mechanical technique. But immensely more valuable than technique are those personal qualities which make a man a success in any walk of life.

The most widely practical education is that which develops the personal possibilities of the individual either in energy, or initiative, or industriousness, or thinking ability, or in moral qualities. It is true that a bricklayer can get a dollar an hour. That is if he is a *man* as well as a bricklayer. But a bricklayer who will not work will live in poverty. A bricklayer who will steal is a criminal and a menace to society. A bricklayer who drinks will waste his money and do an injustice to his family. A bricklayer who cannot cast an intelligent ballot is a dangerous citizen. What is more practical than to educate the bricklayer for the higher public and private functions of life rather than simply for laying bricks and earning a dollar? Laying brick even for a bricklayer should be incidental. If his life is not ten times as large as his job he may justly file a claim against society for robbing him of his birthright.

Antioch College, at Yellow Springs, O., has been blazing some new trails since its rejuvenation some six or eight years ago. Its president says an interesting thing in his introduction to an article in the Atlantic Monthly soon after the inauguration of the new Antioch plan. Says he:—

"To be a bridge from the past with its cripples, to the future with its perfect men and women—that should be the function of the college.

"So long as men live for and by the exercise of specialized functions only, so long will fine men be absent, and so long will society be chaos. The surgeon who sees all life in terms of physical derangements, the merchant who lives in a world of leather or of cheese, the artist who knows nothing but tone or color, the savant without capacity for action—these men lack the ability for co-ordination which makes human relations intelligible and intelligent. Business men frequently are so helpless in fields other than their own, that they cannot choose service intelligently; professional men generally are so lacking in perception of educational principles, that the only distinctions they can make are between conservatism, which they may consider to be safety or stupidity, and innovation, which to them may be synonymous either with progress or with dangerous radicalism. Finer distinctions they frequently seem incapable of."

I am not opposed to teaching the useful arts in school. On the contrary I favor their use very broadly. I do, however, want them handled in the

right way. Mere training for skill or technique in doing some one certain thing is not necessarily educational in any marked degree. It is, in fact, possible for such a process to become positively inimical to real educational growth. Man is by nature a creative animal. His creative instincts are his most distinguishing characteristics. Not to fan the flame of his desires for accomplishment is to stifle his growth and rob him of his possible self. 'Twere better for a man to die by an enemy bullet than to suffer the living death of soul starvation. Not to aspire is not to live. Not to initiate is to make the world a home for the feeble-minded.

Earning his daily bread is never a very important thing. A man who can't do more than that might just as well not do that. Such a man is just as much of a slave as a Russian serf or a Roman prisoner of war breaking rock on a highway.

A man must eat to live, but he should not live to eat. That is the life level of the swine herd.

Even for mere job finding, brain beats brawn as far as *flying* beats *crawling* in a speed race. Of course the average industrial plant cannot run without both brawn and brain. For the brawn machinery will substitute in a large degree, but there is no substitute for brains. Brains, therefore, gets the best pay and most permanent positions.

Our schools generally are putting too much emphasis on what the pupil learns. This applies to all schools, but especially to the grades, high schools, and colleges. It becomes relatively less important in graduate and professional schools. Antioch College, which is supposed to stress vocationalism above everything else, assumes a very wholesome attitude on this question. As expressed by Professor English, it is the policy of that institution to develop effective men partly through vocational activities rather than to make the vocations the aim and purpose of their program. Professor English well says: "It is the business of education to determine what factors enter into well-developed personality and to arrange a program which will provide as nearly as possible the experiences, opportunities, disciplines, and incentives which will tend most to full and effective development."

Facts learned or skills acquired are tangible things and subject to measurement. Possibly for this reason our schools are constantly rating the pupils by these two standards. Instead we ought to have a record to show growth in personal powers by day or month or year. If it could be shown that certain pupils had gained substantially in mental and spiritual values because of certain school experience, we would have a solution to the educational problem. No school which does not approach this standard can be regarded as a success.

Pupil Guidance

By JAMES L. O'BRIEN
Boston Continuation School

GUIDANCE is helping pupils to choose. It is the giving of whatever information and advice the pupils need to stimulate them to become real citizens in a democracy. It is a humanizing factor which permeates every phase of a child's education. The junior high school must fit a child to enter the industrial and civil life as well equipped as possible. It must try to retain the pupil in order that he may be better trained to be a real citizen in his community, using that term citizen in its broadest sense as meaning fitness for a real share in the industrial and social activities of life.

President Herbert Hoover sets forth the real function of guidance when he said that we lose a large portion of our leaders because we fail to find them, to train them rightly, to create character in them, and to inspire them to effort. Teachers are necessarily the army of inspectors in our nation who must find these children and who must stimulate them forward.

The first objective, the discovery and training of capacities in such a way as to add to the sum total of cultural, economic and social values, involves educational and vocational guidance. The second objective, to create character and inspire to effort, involves social and moral guidance.

Guidance, then, should take a boy or a girl and lead them along those paths to which they are best adapted by reason of their entire make-up physical, mental, social and moral. Children in the intermediate school should be trained in vocational, occupational, moral, educational, and civic guidance.

This is a period of marked changes in the lives of the students that are forming opinions of what they would like to do; changing their minds frequently, and really beginning to think along the lines of vocations and citizenship.

Vocational guidance should embrace all those school activities designed to assist the individual pupil in learning about, choosing, preparing for, entering upon and making progress in occupations. It should be simply an organized effort to tell pupils about the opportunities in the world around them, and to assist them in making a

wise selection among the many possible avenues open to them and to aid them in the preparation for their chosen calling. Rosengarten in his book quotes Plato: "No two persons are born alike, but each differs from the other in individual endowments, one being suited for one thing, and another for another, and all things will be provided in superior quality and quantity and with greatest ease when each man works at a single occupation in accordance with his natural gifts." (See page 1.)

Superintendent Woods of Mansfield, in a talk before the Rotary Club on April 4, 1928, said: "The opportunities of young people to enter vocations today are many. The great difficulty comes in knowing how to choose when one is young enough to prepare. There ought to be in every school a vocational guidance program as well as vocational curricula.

"Let me call your attention to two evidences of the need of vocational education. The first source deals with the problem of minor children. The Federal Board of Education has estimated that in one year between the ages of fourteen and fifteen there are employed in gainful occupations approximately 900,000 boys and 500,000 girls, or more than half of the entire number of children between these ages.

"The majority of these children have reached only the sixth grade. If they do not have the desire or ambition to attend evening school later in life, what is their outlook for future happiness?

"The second need for vocational education, according to the Training Service of the United States Department of Labor, arises from the fact that the output of considerable more than 7,000,000 of the 10,000,000 workers in the industrial plants of this country is less than 35 per cent. of what it should be. The lack of industrial training is responsible to a large degree for the inefficiency of the laboring man."

The pupil in the intermediate school should be guided to a general understanding of the possibilities open in the occupational field. This result can be obtained

1. By directing the individual pupils' activities through the proper selection of studies and practical arts activities in the school curriculum. The following means will bring about this end:—

   (a) A class in the study of occupations. This work will especially appeal to those who are planning on leaving school and entering employment; and will also have a general appeal to the other pupils who plan on continuing their school work. The work in this class should emphasize:—

   (1) The opportunities presented for work in the industrial world.
   (2) The qualifications demanded of the worker in any specific field.
   (3) The educational preparations and training necessary for the occupation.
   (4) The opportunity for employment at the occupation.
   (5) The general and particular qualifications required of any worker who plans on entering this occupation.

The vocational guidance department of Boston recently did some specific work in connection with the teaching of occupations. A vocational assistant was assigned to one of the junior high schools to conduct a class in occupations. The principal of the school disapproved of the idea. She felt that when the pupils learned of the business opportunities they would hasten to leave school. Instead the opposite effect was true. Pupils studying the occupations learned that they were ill prepared for them. They understood that education was a vital factor in most occupations, and therefore they were going to remain in school.

Educational guidance consists of all school activities that have for their purpose the guidance of pupils in their choice of schools, course of study as well as all activities connected with the discovery of individual differences and the adjustments of methods and subjects to meet the needs of our pupils. Educational guidance requires the human element, the personal touch of the teacher. She knows her pupils better than most tests, most report cards, most systems of measurement. The pupil in the junior high school should be assisted in finding his ultimate goal educationally, and to follow the course that will best help him arrive at his objective. Every child must be given a chance to find himself, to explore, to test his likes and dislikes, and to receive reliable information regarding the senior high schools.

In Boston before a child enters the intermediate school a careful study is made of the apparent abilities and aptitudes of each pupil. Intelligence tests are given, report cards are studied. There are conferences between the pupil and teacher.

All this work is done in order to help the pupil in his election of a course. This, of course, requires time and patience, but it is certainly worth while if one pupil can be saved. Mistakes will happen because the human element enters into the decision, but in such cases changes are made. These changes most frequently take place during the first two months of the seventh year, and at the close of each school year. Our junior high school allows cross-overs which take care of pupil's interest with a minimum loss.

In the ninth year the pupils study a school document prepared for their use which guides them in their choice of a secondary school. This booklet furnishes information on all the courses in the secondary schools of Boston.

A careful study of this pamphlet guides the pupil to the school of his choice. Miss Ginn,

director of vocational guidance, tells me that the pupil who selects his school with the aid and assistance of his teacher rarely quits school.

About the month of May each year, the different high schools of the city send out teachers to the different junior high schools. These teachers explain to the different pupils the advantages of their particular schools.

The whole aim of our new course of study in character training is civic guidance. Guidance in health, duty to ourselves and our fellow man, obedience, self-control, reliability, loyalty and all the other steps that will make our pupils good citizens. These high civic ideals can be introduced through a discussion of occurrences in the lives of people whom they know personally or know through the reading of current news.

Boys are naturally interested in all sports. Fine ideals are contained in the current lives of some of our present-day sports as Tunney, Charles A. Lindbergh, Joe McKenney, etc. The means most effective of all is contact with examples of these high ideals in the lives of their teachers and associates. Clubs, athletic teams and student government help to guide these pupils, and develop the best that is in them by making them share responsibility and assume leadership. Real Civic Guidance will develop better health, increased industry, improved workmanship, liberty instead of license, and aroused vocational interest. After all one gives to society largely through his vocation.

Figures compiled by the Federal Bureau of Education show that only one in every ten children who enter grammar school graduates from high school, and only one in fifty finishes college. Of 1,000 children who enter the first grade 637 pass to the second, 553 to the fifth, 311 to the eighth, and 260 enter high school, but only 107 graduate. Fifty-nine of the high school graduates enter college, but only twenty graduate and only seven continue post-graduate work.

Earning power is based on educational qualifications the figures show, pointing out that untrained persons average from $100 to $1,200; those with common school education, $600 to $1,500; high school, $850 to $2,450; college, $1,400 to $5,000.

The American boy without education is barred from three-fourths of the classified industries, but with high school training he is prevented from qualifying for less than two per cent. of the jobs in the country.

In the light of these figures it is incumbent upon our schools to plan a schedule of work so flexible that the individual needs of every pupil may be served.

"Clearly defined guidance programs grading by ability, together with grade forum work, reenforcement opportunities should be planned. Opportunities should be offered in line with special interests. Here club activities will function since they are planned to permit full play to individual tastes, aptitudes and ambitions." (Thomas-Tindall-Myers, page 9.) One of the fundamental ideas underlying all junior high schools is guidance.

In these modern days with a wide range in the matter of life careers, the task of making a wise choice becomes quite difficult. Every year we seek to send out into the world boys and girls trained to take an intelligent part in the affairs of the community. If we conduct this training haphazardly, we send out misfits lacking in those qualities upon which our government is built. A real guidance program embracing vocational, occupational, educational, and civic guidance is necessary. Children in the junior high school are passing through the adolescent period. A period when their whole future life may be marred or made according to the ideas he gets of his relations and duties to society and state. Opportunity is given to us teachers to give the child a clear concept of the world outside the school, and to help him acquire a real desire for advancement instead of dislike of schools. I have been teaching eight years in Continuation School and a number of boys have some pretty queer ideas of schools and teachers. We indeed have a real duty to perform to get them to go back to school, day or evening. A great deal of this antagonism could be avoided by sympathetic handling and guidance on the part of the teacher.

The school should be the revolving point around which all guidance should centre. If our pupils are not taught to be self-supporting they will be supported in prisons and institutions directed by state and people.

John Zanft of New York, whose real interest in life is in the New York State Reformatory at Elmira, of which he is one of the managers, recently made this statement: "Crime waves, bobbed hair bandits, sheik burglars, adolescent criminals can be wiped out through proper education in the public schools." He tells a story of a boy who forged a check for $5 and was put in the reformatory. One day they had an entertainment, and they found out that the boy was a saxophone player, and a wonder at that. Mr. Zanft got him a parole, and placed him in an orchestra where the boy made good. All the lad wanted was a chance to make a living at the thing he knew how to do. Extra-curricular activities under skilful guidance can handle a number of our disciplinary problems in the same way. The children at this age seek to be leaders, so it is up to us to provide outlets in debating clubs, orchestras, school teams of various sorts.

In Elmira Reformatory there is not a single high school graduate and only nineteen of the twelve hundred inmates ever attended high school, and only five of these nineteen had gone as far as

third year high school. This shows quite conclusively that if we can keep the boys in school until they finish the formative period we can give them a pretty good moral foundation through guidance, extra-curricular activities and our character-training work.

Most of the children in reformatories hate school work. In parental and disciplinary schools their interest is captured in one way or another. Our Boston disciplinary school always attempts to capture their interest in some way, either through the trades, cooking or some other means.

The Junior High School will go a long way toward solving the problem of delinquency because it attempts to solve every child's problem by giving him a try-out in the thing he likes and encourages him to be a good citizen.

Recently a boy in one of our cities made a simple little article and sent it to President Herbert Hoover, then Secretary of Commerce. Mr. Hoover, in a letter to the boy, commended him for his industry, but warned him not to forget to play. He went on to say that we grow old all too soon, and that while we can we ought to enjoy play.

We all admit that several hours of clean, wholesome play every day belongs to every child, but every serious-minded adult is aware that our boys are living in an age full of temptations of the most varied nature. Crime is due to the wrong use of leisure. The following quotation from an article in Columbia, January 1927, shows how a boy's time is taken up: "8,760 hours in a year; sleeps 3,650 hours; eats 550 hours; at school, 1,000 hours; spare time, 3,660 hours." 3,660 hours every year: For indoor and outdoor sports and games, making things (handcraft and mechanics); libraries and debating clubs; pets, hobbies and collections; citizenship training; popular science; home or school gardens; camping, woodcraft, nature study; thrifty jobs; home chores and responsibilities; church activities; for fellowship with one's father; and leaders in play, study, work and dreams.

Benjamin Franklin says: "Time is the stuff life is made of." What are we teachers doing to insure to boys a wholesome constructive use of their free time? Worthy use of leisure is one of the principles of education. In Rochester Junior High School the whole of the extra-curricular activities is "Worthy Use of Leisure."

At the present time there is a definite movement toward a five-day week for all workers. Henry Ford now has it in operation. A large number of employers—a notable example is Filene's—are now giving vacations in winter as well as in summer. The whole trend is more leisure time, and the question with us teachers is so to train our children that this time will be a blessing rather than a curse.

In a certain district of the borough of Manhattan fifty-eight gangs of boys or girls have been found organized for law breaking. In many cases these groups have taken up stealing as a sport; not for the profit to be derived from it, but simply in order to have something interesting to do.

The investigation which has reached this conclusion is conducted by a branch of the Baumes Commission, which has been created to find ways to prevent the growing delinquency with which New York is faced. In the district under observation it was found that the rate of delinquency between the age of seven and sixteen averaged to 3.5 per cent.

A large proportion of these cases are diagnosed as being the result of "misdirected energies," which means lack of wholesome play. Less than 40 per cent. of the children of this area are within reach of suitable opportunities for recreation, such as gymnasiums, recreation piers, bathing pools, school centres and neighborhood houses.

The solution suggested is co-ordinated and intensive endeavor to provide recreation under trained supervisors of a high grade. This finding should be taken seriously by all school authorities. The children have been neglected and, as usual, get into mischief, which is often serious. Their spare time is as much a concern of the community as is any other public matter. It is foolish to expect to raise good citizens if the children are given no chance to be anything except gangsters.

Editorial in Boston Globe, April 2, 1928:—

"Our children are more fortunate than the children of Manhattan. We have, I understand, 100 playgrounds under the leadership and supervision of teachers. Our school committee has been very liberal in its appropriations for physical training, yet, there is need for further work. One high school principal said he hated to see the end of the football season, for then play activities practically cease and the boys begin to frequent the pool rooms. We have school vacations every eight weeks. We close our schools and gymnasiums. We leave our children to their own resources. Then, I believe, above all times should our gymnasiums be open and all children be given an opportunity for recreation under our trained athletic supervisors."

Bulletin of San Francisco classroom teachers expresses the following idea:—

"People living in a democracy have a right to demand two things: first, an education designed to train for leisure with opportunities for wholesome play within reach of every child every daylight hour of the year; second, wholesome recreation provided by the community so that leisure time habits learned in childhood may be carried into adult life. The recreation department is to a city as a self-starter is to an engine."

The only way to effectively guide a pupil is to know the interest of the pupil. In my work in continuation school I have all types of boys from Metropolitan Boston. At the present I have a boy who has caused no end of trouble to his parents

and society. Here's his case: Edward always lived near golf courses, and early in life he developed a strong liking for golf. He learned to repair clubs. He reclaimed lost balls. He caddied. He played. He even taught the game, and, in short, his whole life became engrossed in golf. At the age of fourteen Edward's mother died. In a short time his father remarried. Edward didn't like his stepmother. He soon began to play truant, and spend the time on the golf links. Result, trouble. Edward was repeatedly warned to attend school, but Edward didn't heed the warning. Edward then found himself in court, and was committed to an institution. His father then told the judge that if the boy was sent to an institution his mother would never allow him to come home. The judge told the boy to see him if the father refused to let him come home. Bitterness began to crop in between all parties. Edward appealed sentence. When the case came up in the high court, the boy was sent to the disciplinary school. He stayed there a short time, and then Mr. Boyan of Continuation School got him a job, and he became a pupil there. Edward is now in my class and my problem is to guide and help him so that he will have real character and become a worthy citizen.

We intend to get him a job with an athletic goods store, and by means of his interest in golf to lead him to better things. He then can be shown the necessity of education in his chosen career, which will be the teaching of golf, or selling of golf supplies.

Watch your pupils and find out what interests them—music, art, dramatics, or what you will—and work through their interests. A teacher should watch for pupil leadership and give opportunity for that leadership as in clubs. A teacher must also aim for development of entire pupil body by pupil participation with opportunities for change in leadership so that a few individual pupils alone won't be developed. This happens in college sports—football eleven, baseball nine, etc. When you bring out leadership in a pupil you bring out confidence which makes for success in life—"Confidence breeds success." Guide where guidance is needed.

In the beginning of all activities you must watch very closely and give pupils of your advice, experience and ability, but as pupils develop, gradually lessen guidance but never completely relax it. Guidance can be diminished but never removed. Have your entire pupil body contribute to your activities, otherwise dominant natures will lead and the diffident and lazy child will avoid participation.

The teacher as a leader must require transfer of leadership so pupils may have quality of leadership and develop the spirit of fair play. Then every pupil will realize that what he offers will receive a square deal.

Pupil guidance can very excellently be accomplished through the use of the various clubs in the school. For example, the debating club, the musical club, the thrift club, the walking club, all of which activities will disclose the individual talents and abilities of the pupils along the line of public speaking, ability to play a musical instrument, ability to acquire a bank account, and athletic ability, etc. In addition to the specific value of these activities in determining the individual child's penchants, these activities have further value of teaching the necessity of co-operation on the part of all in our democracy. Activities and projects carried on by the pupils, especially the conduct of a school play, the sale of school pins, the publishing of a school newspaper, the formation of a school band, all have possibilities in giving correct pupil guidance, and teaching what is so necessary in all life activities, namely the ability to work in harmony and co-operation with others for the good of the community.

Outside activities of the pupils when correctly supervised are also an invaluable means of guidance, since they permit the pupils to establish the life contacts and compel them to face conditions as they actually exist in life itself. This experience is very valuable for an intermediate school pupil.

The exploratory phase of the intermediate school is a very valuable means for guidance. Each pupil is given a chance to find himself; that is, to become better acquainted with his own aptitudes and disabilities, and through experience to discover his most pronounced tastes and his latent powers and possibilities. If this self-discovery leads him to feel that he is, after all, better adapted to the work of a course different from one he is pursuing, he is enabled to make a change with ease and with a minimum loss of time. I have found in continuation school where the pupil has the same cross-over privilege that a number of them change even though the initial choice has been made with great care.

Personal experience is the best teacher. A pupil should never be allowed to change through mere whim. Parents and teachers have a share in guiding the pupil to make only such changes as seem at the time best suited to the individual tastes and abilities.

Pupil guidance and counseling are necessary functions of the Junior High School.

In certain parts of our country every junior high school has a teacher whose sole function is to guide. The time will come, and I hope in the near future, when we will have a guidance teacher in every one of our junior high schools.

The especial duties of this vocation counselor will be:—

1. To interview and confer with the students in making proper vocational choice.
   (a) To assist the pupils in making future

plans in accordance with their vocational and educational possibilities.

2. To provide vocational information to the pupils through personal interviews and occupational studies.
   (a) To give guidance in selection of reading and reference material related to the occupational field.
3. To co-operate with inside agencies, namely, the teachers and the attendance department in order to keep accumulative record of the performances of all pupils.
4. To co-operate with outside agencies.
   (a) To co-operate with all social and industrial organizations and with pupils and parents in regard to the pupils' school status or possible future employment.
   (b) To co-operate with parents and all other agencies interested in aiding proper school and employment adjustments.
5. To co-operate with the Employment Department for adolescents at the Continuation School in order to obtain employment for any juvenile who is planning on leaving school. This co-operation is highly important for proper placement in industry for those who drop out of the intermediate school.

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Value of Clean-Up Campaigns

By RUSSELL FREY
Cuyahoga Falls, Ohio

THE educator is vitally interested in the Clean-Up Campaign movement because of the educational benefits not only to the public at large, but particularly of the educational value of such training to children of school age.

This movement is of recent origin. Less than a dozen years ago it became popular for cities in America to sponsor an annual spring campaign to clear away the debris and filth accumulated during the winter season, and clean up the community for good appearance's sake during the spring, summer and autumn months.

It has grown in popularity until many cities of the country now hold annual Clean-Up Campaigns. The most notable Clean-Up crusade held in the country is the one held every year by the Chicago Association of Commerce. More persons participate in this campaign than in any other city in America. Other cities, such as Pittsburgh, Indianapolis and Kansas City, sponsor efficient campaigns which have won acclaim.

The education results of a Clean-Up Campaign in which schools participate are three-fold.

1. A Clean-Up Campaign teaches the lesson of cleanliness to the school child. It teaches that his health is dependent in a great measure on healthy surroundings in the home, school, and in his places of play. It teaches that a clean home is pretty and attractive; that beauty is impossible without cleanliness; and that clean yards and attics free from debris are a safeguard against fires and injury from accidents by stumbling or falling on broken glass or sharp materials.

2. The school child learns in a Clean-Up Campaign that he owes a certain duty to his city to keep his home and places of play clean. He learns that he owes it to his neighbors to keep his premises clean, to his school to prevent the spreading of bits of paper and debris about the school ground premises.

Parents and grown-ups as in the first instance learn with the child that there is a certain civic duty to keep the home clean for the benefit of the entire community.

3. Clean-Up Campaigns teach the value of every individual co-operating in groups to attain a worth-while goal. They learn that nothing is possible from a community standpoint unless every individual works with his neighbors on the same project. This the school child learns in a valuable way. Frequently a group of three or more children have joined together in cleaning a vacant lot strewn with rubbish which has been an eyesore to the neighbors for months and possibly for years.

These benefits were observed in an unusual way in the Clean-Up Campaign held in Cuyahoga Falls last May. The schools, both public and private, took a leading and outstanding part in this city drive.

A total of 3,300 school children in Cuyahoga Falls answered the call for volunteers. By their civic co-operation the school children were largely instrumental in bringing state and nation-wide honors to it.

All cities which conducted clean-up campaigns during the year were eligible to enter the state contest for making the greatest progress in the drive against filth. As a reward for its triumph, Cuyahoga Falls was presented with a silver trophy

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offered by the General Federation of Women's Clubs of America.

C. E. Falor, chairman of the City Clean-Up Campaign committee, said following the drive: "The school children and teachers of Cuyahoga Falls were the backbone of the campaign. They deserve the greatest praise for the splendid way in which they carried out their work.

"The teachers, school principals and Superintendent William H. Richardson also deserve great praise for their public-spirited efforts in organizing the student bodies of each school for the campaign."

Through the efforts of the Cuyahoga Falls Chamber of Commerce, which organized the campaign, an educational film was displayed at schools several days before the campaign opened. The name of the film was "In Humanity's Sake." It showed how the school children in a metropolitan city assisted in cleaning up their city.

A special morning matinee program was held at the local theatres which featured other clean-up films and a special children's comedy. The price of admission for each child was six tin cans. The theatres were filled to over-flowing capacity.

A novel sight was seen in the Falls on the morning of the matinee when hundreds of boys and girls of all ages trudged to the motion picture theatres carrying their six tin cans on strings, ropes, and in bags, sacks or baskets. Automobile loads of children were brought in expensive and luxurious sedans and limousines, each with an armful or basketful of tin cans.

The education value of such an event cannot be over-estimated. Several large trucks were required to cart away the tin cans brought by the children. Grown-ups were heard to have remarked that they wished they were young again just to have the opportunity of being with the children and pay the price of admission of six tin cans.

Actual work in the capital was carefully organized, and the school officials co-operated in an efficient manner. The campaign was officially opened by a fleet of swift airplanes flying over the city. The Goodyear airship, the "Pilgrim," so often referred to as the "Baby Blimp," also participated in the opening ceremonies by flying over the schools at the time when classes were dismissed. This demonstration further emphasized the importance of each child working faithfully in the campaign.

The students at each school were dismissed one-half day during the campaign to go home and clean up their yards, basements, and attics, and place all rubbish at the street curbs to be collected by the city trucks. The students of the various schools were dismissed on different afternoons during the week. Only students from the fourth to the twelfth grades inclusive were included in the dismissal order.

Each student was given a sheet of instructions which described how to do his bit in cleaning up the city. Upon returning to the school the following day they were given special report blanks noting what they did at home such as cleaning up back yards, attics, painting fences, planting trees, repairing screens and the like.

The total number of accomplishments reported by the four public schools amounted to 4,242, divided as follows:—

Broad Street School, - -	1,345
East Side School, - - -	1,102
High School, - - - -	1,062
Crawford School, - - -	733

Plans are being formulated for an even greater and more thorough Clean-Up Campaign this May than the one staged last year. Cuyahoga Falls has learned that a clean community is important in making a heathy and beautiful city, and that it is a great educational factor to have the school children participate in the Clean-Up Campaign.

Ride With Youth

"If you want to get a real thrill, ride with youth."—Thomas A. Edison.

By F. GREGORY HARTSWICK

Speed is the watchword of youth today,
Speed is the goal and life the stakes;
Down the road and the devil to pay,
Watching the youngster the oldster quakes;
Foot on the throttle and off the brakes,
Heedless of chance of skid or spill—
This is the comment Edison makes:
"Ride with youth if you want a thrill!"

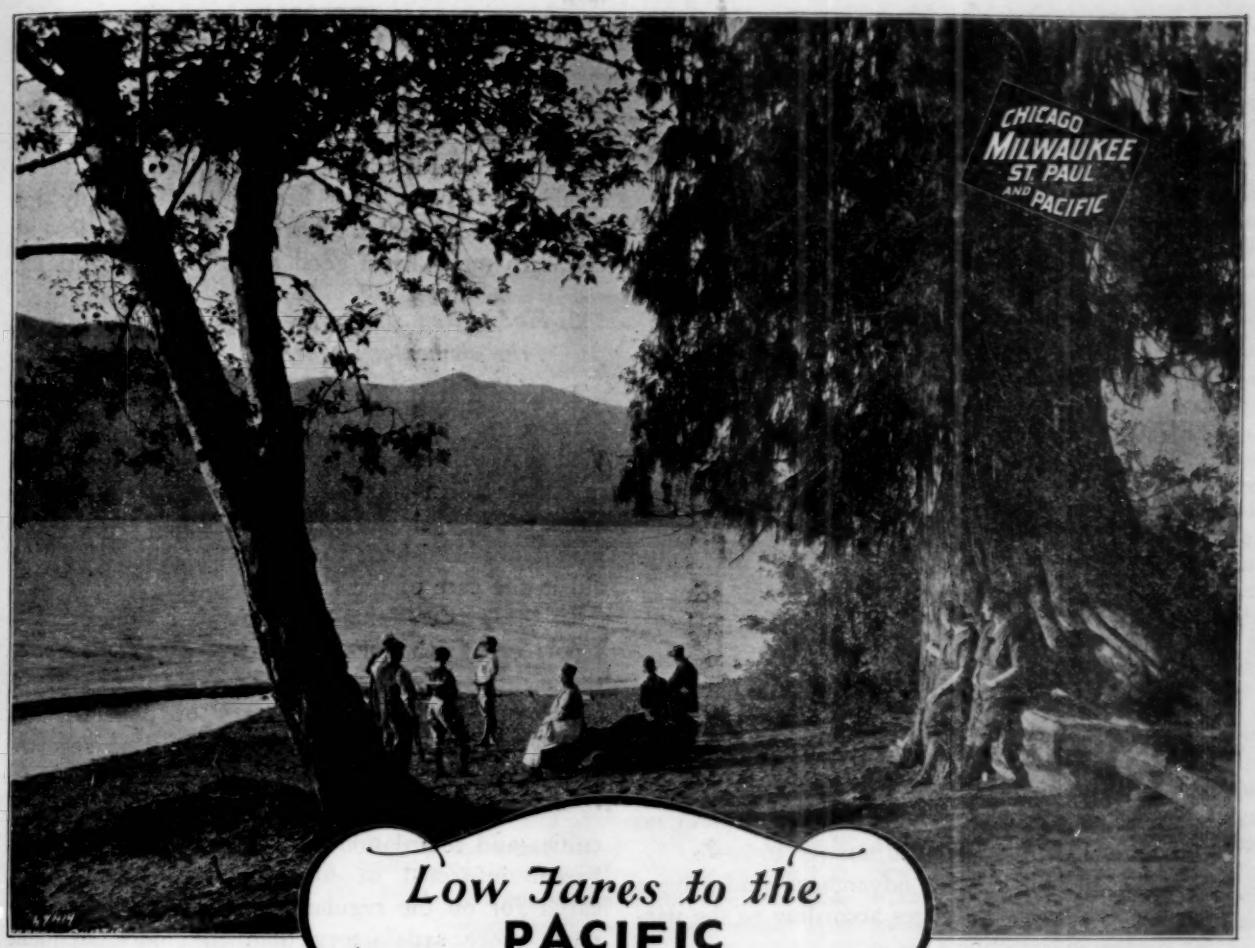
Harsh and bitter the words we say
Sneering of shebas and sheiks and snakes;
What is it coming to, anyway,
This generation of queens and rakes,
Hip-flask toters and free-love fakes?
Nothing of good and all of ill!
Let's quit croaking, for all our sakes—
Ride with youth if you want a thrill.

Yes, we grumble at youth at play,
The risk it runs and the chance it takes,
Letting the future bring what it may,
Making of fortune ducks and drakes.
Grouchily nursing rheumatic aches
We keep on damning the young—and still
Deep in our conscience envy wakes:
Ride with youth if you want a thrill.

L'Envoi

Prince, desist from your shrugs and shakes;
Give 'em their fling and pay the bill!
Edison says—and he knows his cakes—
"Ride with youth if you want a thrill."

—Saturday Evening Post.



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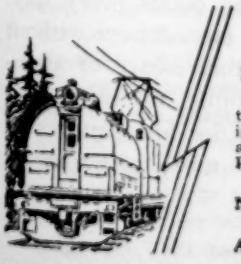

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School Problems

Edited by a School Executive

260. Do you believe in private schools for children over twelve? (Washington.)

Yes, if the child needs a private school, by all means give it to him. Study the needs of your particular child and meet them. That is the obligation of every parent or guardian, and meet them according to your means. Every case is an individual case and has to be met as such. The private school has much to offer, such as smaller classes, more teachers, more intimate supervision, and so on, and if those are the things your child needs, and you can afford to give them to him, then you are duty bound to do so. "The public schools were good enough for me, and I guess they are good enough for my children" is a silly remark. The public schools have some things to offer the private schools have not, and the converse is true. Now where your child should go depends on what things he needs most at the time you are considering him, how many of them the public school in your neighborhood meets and how much money you have. In other words you have a concrete problem, and no one can give you a theoretical answer to it.

Public schools have their advantages and private schools have their advantages according to the particular case in question.

261. Don't our present tenure bills tend to make the removal of inefficient teachers more difficult? (Massachusetts.)

That is a contention maintained by some people who oppose teacher tenure legislation, but I doubt if there is very much to it. There may be a few cases where a tenure bill makes it a little more difficult to drop a teacher who needs to go, but if so that simply means you have a poor tenure law and need to amend it. The purpose of teacher tenure is twofold, to protect the efficient teacher against the unfair superintendent, principal or school board on the one hand, and to protect the school system against the inefficient or undesirable teacher on the other. The latter purpose is fulfilled by more definite and explicit reasons for dismissal and a regular impersonal line of precedure. No group of people desire more to rid the schools of poor teachers than the teachers themselves, for they as a body pay a most heavy price for the retention of the inefficient teacher. To form a bill that is well balanced for teachers and school systems is a serious problem, but we are making progress with every new bill. The teachers themselves desire to help school authorities to remove poor teachers. There is much to be said on the increase in care of selection and hiring of teachers, and the study of them during the probation period. If more was done right here, before we took our teachers and during the first three years we have them, we wouldn't need to worry quite so much about the tenure laws keeping in so many inefficient. We wouldn't have them to keep in. It seems to me to be a good place to start working.

262. How often should we send home reports in the elementary schools? (Maine.)

I think that in the first three grades four reports a year are enough, and they should be of a kind that will tell the story of the child's progress in simple form that the parent can easily understand. They should also have space where the parent can send back to the teacher suggestions to aid in the care of the child.

In the grades from four to six I think that a report every other month, or five a year, is about the right number. And here again they should be simple, but carry the story of physical and social habits and achievements as well as scholarship records.

Special blanks for exceptional progress or difficulties and retardation should be used to keep the parent informed of any unusual situation not cared for on the regular report card. These are much more satisfactory than the more frequent report card, and by attracting special attention from both parent and child bring better results.

263. What do you think of picture study in the schools? (Illinois.)

I think we should have some picture study in every grade. Pictures are a great source of pleasure in life, and like fine music their power to give pleasure depends upon the person's powers of appreciation, which must be trained. This means study and practice in understanding.

The real questions in picture study are the kind of pictures and the time and technique of study. The old form of studying small prints of famous pictures, one a month regularly, didn't get us far. Too much sameness. Now we are handling our picture study in our drawing courses and language work. We are using different types of pictures, learning how to read them and enjoy them in conjunction with our other work, which is really the life situation. That is how they come to us in life. The practice should come from the pictures in our readers, geographies and other books every day. Such pictures should never be passed over without comment, but should receive their share of attention as they are there for definite, enriching purposes. The continued use of the fine pictures in our modern textbooks needs more attention by many teachers.

CHARACTER CHATS

By JOSEPH B. EGAN, A. M.

Humility—I

The old philosopher observed the worn sole of his sandal with great regret. "I suppose," said he, "that I should accustom my bare feet to these stony paths, for when I look abroad I notice that the purse-proud and they of the high place but the ignoble soul set silken and gilded trappings upon their feet. I say, I suppose I should humble myself in this way, but it is hard, my friends, to say unpleasant things to our ears, and show our eyes sights that offend them and set our bare feet on pebbles when they cry out for leathern soles and yet, —there is a danger in making life too easy for itself; in case the spirit softens and the will loses its temper and our destiny defeats itself. All of which recalls to me a story of the ancient days;—a story that I love to think about, taking each thought up in my spirit's hands like I would fondle pearls,—watching the play of the light from out beyond the stars making rainbows over it. This is the story that I love:—

"Abdul the cobbler plucked thrice at the shiny nail before he could lift it between his thick thumb and forefinger. 'My son,' said he, 'the spring of youth has gone out of me. I grow old and stiff like the grapevine before our door. However, if I may be spared until you have become learned in the law, I ask no more.' 'It irks me,' said Al Mahid, his son, 'to see you bent over your shoes, plucking thrice at each nail you lift. My soul sorrows that you should toil so for me.' 'It is nothing,' said Abdul. 'I am happy with my shoes and my dreams, and besides, the day comes when you shall be learned in the law and you shall teach others, and love shall grow up like fair blossoms in this field of hate where each weed struggles to stifle all the rest, placing fat leaves between those crushed beneath and the blessed sun. But tell me, joy of my heart, what have you learned since last I saw you?' 'A great truth,' said Al Mahid. 'The learned ones say that we must give tithes, a tenth of all we have, to the rulers of the land, to the temple and to the needy ones about us. It is our duty thus to uphold the state, serve our religion and assist the poor. A very sutble truth, dear father, for out of it the learned ones weave such arguments as these: If my tenth be little, then my help is little and I am of small service to mankind; therefore, in order that my service may be great I must amass wealth,—in barter or in farming the earth, or by serving in the arts. Wealth, therefore, is the tool that each one must forge in order that he may serve and so be a citizen of some worth.'

(To be Continued.)

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Humility—II

"Abdul the cobbler sighed. 'Alas, then, my life has been misspent,' he said, 'for not ten pennies in a whole year do I give either to the state or religion or my fellow men.' 'Ay,' said the son, 'but remember the feet of beggars that even now feel your sandals guarding them against the stones.' 'Which reminds me of a dream,' said Abdul. 'Yesterday I bent over my last. I was weary, but feet waited for the shoes. I was thirsty, too, and the day was hot. Clouds seemed to roll over me and I saw men digging a long ditch, and as they worked they flung the sweat out of their eyes with their crooked and dirty forefingers, and in and out among them went a noble youth bearing a jar of clear, cold water, and men smiled at sight of him and lifted up their mouths like young birds, and into each he poured a crystal stream, spilling, as he did so, some of the precious drops upon their panting chests. And the prince came by and admired the youth and said to him: 'Come with me. You shall be cup bearer in my house and shall pour wine instead of water, and the eyes of the great shall shine as you pass,—instead of the eyes of these swine grubbing with their noses in the muck.' But the youth looked at the toiling backs below him and shook his fair head, whereupon the prince smote him with his sword and he fell down and died.' 'A strange dream,' said Al Mahid. 'What a fool that young man was to refuse the greater chance!' 'A strange dream,' agreed Abdul, 'coming I suppose from my own thirst for, as I said, the day was hot and the way to the well a long road in the blazing sun.' At the end of another week All Mahid sat once more with his father in the little shop where the air rotted with the stench of fish glue festering in the heat. Flies gathered on the bald head of Abdul and on his sticky fingers and even on the round tapping hammer. 'I rejoice!' said Ahdul. 'Your coming is like fresh rain on drooping wheat, like a soft breeze stealing over beds of withering poppy. The weariness leaves me, my son, in the joy of seeing you. Tell me what have the learned ones taught you in these seven days?' 'My dear father,' said Al Mahid, 'I can never repay you for your love of me. Were I not in the study of law you could lay down the hammer and the awl and sit by the flowing well and gossip with your friends,—but to answer you: I have learned a mighty lesson. It is our duty to do good in this world. People rot in slavery on every hand. Only the mighty ones can sweep the dead laws aside and change customs and redeem the race. Therefore, I must struggle for power to do these things. I am fired, my father, with a desire to be a Moses to these people, armed with a staff that will part the seas and bring water from the rocks. I would lead my people out of bondage.'

(To be Continued.)

Humility—III

"'A noble purpose,' said Abdul. 'Moses was a mighty man, but forget not that the power within his staff was God. While you were gone I had a strange dream. I stood in a dark valley. Everywhere was blackness and in the blackness the crying of children and the wailing of women and the curses of strong men, and over the heads of all went a mighty voice which said: 'There is a road out of here. Search for the road!' and I knew people were on their hands and knees groping and groping for the road and people moaned because hard feet trod on their groping fingers,—then as I looked, I saw a faint light. It seemed to be cupped in a woman's hands, for it glowed redly between her thin fingers showing the dark bones under the flesh, and the woman's face shone feebly as she bent above the light, moving it here and there about her feet. And I thought she was searching for the road, but, behold, she was searching for the fallen ones, and when she came upon such a one, she knelt down beside him and handed her light to anyone who came to help, and behold, when the deed was done and the light returned, behold, I say, the helper also found a light remaining within his cupped hands. You should have seen how the lights grew in number, dotting the field until the way out stood gleaming like a silver stream.' 'A strange dream,' said Al Mahid, 'but where would the first light come from? There is the weakness in your dreams. The learned doctors would smile at that.' 'Aye,' said Abdul. 'Of course it is a foolish dream. It shows what comes of looking too long at the bright heads of

copper tacks.' A third week passed and again Al Mahid sat in his father's shop. 'I worry for you, father,' said he. 'The heat has been intense and you are thin and pale. Have you had enough to eat?' 'Aye, plenty,' said Abdul. 'I eat little anyway. It is not good for me, these hot days. Even the pigeons come less often for the crumbs I throw them. But tell me, what have you learned these seven days?' 'A very great truth, my father,' said Al Mahid, lifting his head proudly. 'I have learned that to be of service to my fellows I must respect myself. I must have dignity. I must walk erect. The very ultimate of life is in each one of us. Does God hide himself? Behold the mountain peaks! Is God humble? Behold the gorgeous colors of the rose! Since we come forth from God we must uplift ourselves, and blazon out our powers and thus inspire our neighbors to imitate our glory. The dignity of life depends on each one of us. We must act our part.'

(To be Continued.)

Humility—IV

"'A noble thought,' said Abdul. 'I can see the glory of a race like that. Heads up and eyes upon the stars! It is glorious,—but I am troubled. I had a dream. I think it must have risen from these stinking pots of fish glue that offend me so, and these tormenting flies, but anyway,—I saw a neglected garden beside the king's highway. There was no beauty in it, save the roots of hidden glory covered by the mire. I saw a little bent man steal into it. He wore a tattered robe and had no shoes upon his feet. This was hard on him, for broken rose stems lay on all sides,—dry and crackling beneath his bare soles. When no one watched, this little tattered man grubbed at the roots of flowers, straightened up the fallen stems, pruned the tangled mass and pulled out what weeds he could. I watched him all the long spring,—you know, my son, you can do such things in dreams,—and behold, when summer came the garden flowered,—a paradise of beauty. First came the golden bees, then the butterflies, then the birds nesting amid the flowers and then the king. Ah, Joy of my Heart, the king smiled and looked all about, but the little tattered man was hidden behind a hollyhock, trembling and holding on to the thick stock for support. He feared the king, Al Mahid. Just think of it, he feared the king. But he was foolish there, for the king was smiling and his eyes sought hither and thither, darting like sunlight into dark places, until he spied the bleeding feet of the old man half-hidden by the fallen leaves. "Come forth!" said the king, and the tattered man came forth, shrinking into the light, and the king smiled upon him and said: "Blessed one! Because of thee this garden blossoms. Come forth with me into the greater garden of my love." Would you believe it, my son, the tatters of the old man shone like golden clouds and thorn-pierced feet were silvery as they followed the good king.' 'A strange dream,' said Al Mahid, 'but unlikely, for if the blossoms were so beautiful the man could have sold some and bought a robe and thus shown the king about in proper style. I fear the learned doctors would find fault with that.' 'Aye, they would,' said Abdul, 'and rightly. It was just the smell of this foul fish glue that suggested sweet-smelling things. But go, my son. Tomorrow is the great day when you appear before the learned ones to gain your degree. I shall be with you, never fear, but you must not hear the tapping of my hammer, nor see the flashing of my awl; just know that I am happy lending you the power to become a mighty man, a Moses of your race.'

(To be Continued.)

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Humility—V

"The day came and Al Mahid stood before the doctors of the law. He was slim and straight and beautiful. He had learned his lessons well. Word for word, the wisdom of the learned ones was burned upon his brain, but when he spoke his tongue said strange things; there were voices in his mind and the jostling of wings and the tapping of little hammers making broken things whole again and the flashing of little awls mending torn garments that lay over bare, quivering flesh;—and beautiful words formed on his tongue to express all these things. 'Behold, all you learned ones,' he cried in his golden voice, 'he who spilled the clear water into parching throats drew his supply from the fountains of the Great God of Love, and she who labored among the fallen in the mire kindled her light at the great burning heart of God and he who stood in tattered robes amid the broken and abandoned flowers of paradise served best because he served without thought of self. Thus have I shown you that all your teachings are but lies, rules whereby earthly forms may rise to earthly heights, but of the true greatness that comes through charity and sacrifice and love, of these you have taught me nothing and, therefore, I ask nothing at your hands.' When he had finished the learned ones sat staring at him in uneasy silence, and Al Mahid, gathering his robe about him, fled from their midst. People were craning their necks before the little shop of his father. He elbowed them aside and entered. Abdul lay dead across his bench. Al Mahid sat quietly down beside him and drove off the flies from his bald head. 'Father,' he whispered softly, 'It is well that you have died before this hour, for all your sacrifice for me is vain. I failed to pass my test.'"

* * * * *

The philosopher sighed. "I must get a new pair of shoes," he said. "My teaching is most sound, but I cannot stand these flints. Besides I have a long way to go.

"Do you ask of Al Mahid? Why, have I not told you that he was his father's son?"

"A little more smile, a little less frown;
A little less kicking a man when he's down;
A little more "we," a little less "I";
A little more laugh, a little less cry;
A little more flowers on the pathway of life
And fewer on graves at the end of the strife."

—Lines of American Authorship.

EDUCATION IN ACTION

Prodigies Grow Taller And Stronger Than Average

The familiar portrait of genius—a puny individual with all his strength gone to brains—is mere superstition, according to the latest dictum of science. Precocious children are not in constant danger of dying from brain fever but, as a matter of fact, grow up taller and stronger than their average fellows, it has been demonstrated by Professor Leta Hollingsworth of Teachers College, Columbia University, in a series of experiments conducted over a period of seven years. Subjects for the experiment were chosen at one of the New York public schools from among those who scored above 135 Intelligence Quotient on the Stanford-Binet tests. The forty-five children of this group were paired with forty-five children of average intelligence, duplicating throughout in age, sex and race. Comparison was also made with very stupid children. The same precautions of pairing were used to avoid error due to discrepancy in race, age and sex. During the seven-year period the children grew up to adolescence, the boys into long trousers and the girls to the powder-puff age, but the comparative size difference remained constant and in favor of the gifted group. Measurements taken at the median age of 117 months revealed that the gifted children measured 52.9 inches as compared to the 51.2 inches of the average child. The very stupid measured only 49.6 on the average. Year after year these findings have held true. Indeed, the tape measure balance in favor of the select group has increased several fractions of an inch during the seven years, though the ratio of difference has remained constant and shown a five per cent. advantage in stature accompanying exceptional brains. In the matter of weight the difference was even more marked. Not only did the gifted children weigh more, but they weighed more in proportion to their height than the average and the stupid. Tests of strength were also administered and showed that a strong right arm usually accompanies brains. Results showed that the gifted children had a mean grip of 25.0 kilograms, while the mean of the average child of the same age, race and sex was 23.4 kilograms. Opinion of the past demanded the coddling of bright children or, even, the forcible holding back of talent to dead average. Free now from the bugbear that precocious children are ailing and that genius dies young, teachers can conscientiously advance their gifted pupils more in proportion to their talents and capacity for learning. New facts established show that the old practice was wrong in principle and recognize that the gifted child can perform his classroom tasks with the minimum strain to body and mind—that it is, really, the average or dull child who is in danger of being pushed to the point of exhaustion. Thus the gifted child, despite his physical superiority over the average child of his age, was shown to be mentally in advance of his physical development. This situation, according to Mrs. Hollingsworth, necessitates either a compromise between intellectual and physical standards in the grading of gifted children or their segregation in special classes. In no case would the child be held back to the average, but the special class would offer an advantage in providing mental exercise suited to the child's mature ability to assimilate ideas, while allowing for his immaturity of age in assigning tasks involving physical strength and motor control.

Burglary University Discovered in Paris

An international school where elementary and advanced courses in the technique of hold-ups, burglaries and other forms of predatory crimes were given, has just been discovered in Paris. To the activities of its pupils the Paris police attribute a crime wave which has recently been alarming the authorities. Under the direction of a notorious criminal, Professor Brussa, who is known to the police of almost every country in the world, young students, brought in by older thugs and gangsters, were enrolled in the classes where the science of grabbing other persons' wealth by ruse or violence was systematically taught. At the headquarters of the organization the police found a carefully kept register of enterprises to be recommended, labeled, according to their character, easy, moderate, difficult or dangerous. There was also a long list of the names of acolytes divided into categories such as beginners, experienced, old hands and reckless.

Says Good Education Makes Good Citizens

If parents and teachers object to certain magazines being sold to children under their charge because they tend to corrupt their morals, these adults can combat their sale to youngsters most effectively by refusing to patronize a store that carries the questionable periodicals. This was the recommendation made by Charles A. Gates, executive secretary of the Advisory Council on Crime Prevention, who spoke on the "Report of Work on Crime Prevention," before the Boston Elementary Principals. "Some of our best citizens are breaking laws every day," he said. "Good blood doesn't make a good citizen—a good education does." Mr. Gates praised highly the work in character education being done in the Boston schools, as far superior in its outlook than anywhere else he has been.

Farmers of Iowa Attend Night School

More than 1,200 Iowa farmers are attending night schools for vocational agriculture in thirty-four communities this year. They are supplementing the "three R's" of their boyhood with the "three L's" of good farming—lime, legumes and livestock. F. E. Moore, director of the board for vocational education, says the night school is a development in agricultural extension work that has proved popular since its inauguration in the Winter of 1923-24. They are made possible as a part of the Smith-Hughes vocational agriculture work. The schools consist of a series of twelve to fifteen meetings, usually two a week, under the direction of the local teacher of vocational agriculture. Organized courses now are the rule, the students deciding upon the subjects. Dairy and swine production courses are the most popular. Discussion predominates in the meetings, and occasionally a specialist from the state college lectures.

Average High School Student Is Uneducated

Although the United States has spent more money on popularizing education than any other nation in the world, the average high school educated American has no education, according to Everett Dean Martin, prominent educator and sociologist. "His convictions are the fruit of propaganda," he declared. "His tastes, nourished on a diet of tabloid newspapers, confession magazines and movie hokum, are far more vulgar than those of the peasant who has never been inside of a school. The only measure of success he knows is money. He thinks education is a trick by which one may get ahead of somebody else and make more money. He

has learned to be an unreasoning member of an irresponsible mob, avid for sensation and willing to support any one who puts on a good show. We are living in a time when the most sacred treasures of civilization, carefully guarded for centuries, are besmirched by ballyhoo and caricatured to awaken the jaded interest of empty-headed sensation seekers. Even the catalogs of our great universities read like mail order house bulletins. Those who should be the custodians of culture have fallen victims to the propaganda blight. They feel that they must sell their intellectual wares to the public. They offer service and promise to put on a good show. Their service should be enlightenment. The American schools have confused propaganda with education. The educator should try to tell people how to think. No man is educated until he achieves an open and inquiring mind. He fails unless he learns to think independently, to face life with a critical mind. Knowledge is not an end in itself."

Demand Revision Of Our Education

Complete revision of our system of education from the elementary school through to the university is the intellectual need of the United States today, in the opinion of Dr. Samuel A. Mitchell, director of the Leander McCormick Observatory at the University of Virginia. Dr. Mitchell voiced this view in a letter to the American Philosophical Society in connection with its intellectual stock-taking. "In recent years the professional educator has had a wonderful time of it putting into practice his new theories of mass production," Dr. Mitchell asserted. "Judging by the results, the educator's slogan seems to have been: 'Education without effort, information painlessly imparted, how to know the birds from the flowers.' Unfortunately, the system seems to have put the stamp of mediocrity upon us. If one is gifted and rises above the common level, it is not because of the educational system but rather in spite of it."

Ask Higher Pay For Research by Women

One thousand dollars a year is not enough to enable a woman to pursue study or research work and keep free from financial worry, in the opinion of the American Association of University Women, which held its annual convention this year in New Orleans. The subject of greatest importance discussed by the 500 university women in attendance was the organization's projected $1,000,000 fellowship fund to provide thirty fellowships of from $1,200 to $1,500 a year for women. A survey has shown that of the approximately 500 graduate fellowships and scholarships granted in the United States to which women are eligible, only eighty carry a stipend of $1,000 and more. Approximately 250 are for $500 and less.

Maine Methodists Deplore R. O. T. C.

The R. O. T. C. battalions under compulsory drill by United States Army officers at the University of Maine and in Bangor high school were strongly regretted by the Maine Methodist Conference in resolutions adopted at a recent session in Bangor. The advertising of training camps by postmarks was disapproved as creating a wrong impression of the attitude of the United States toward the spirit of universal peace.

Boys in Night Schools Learning to Save Money

Sixty-five thousand employed boys attending the continuation schools of the State of New York save more than $5,000,000 a year, according to a report by the Education Department. The annual earnings of this group, ranging from fourteen to seventeen years, were more than $48,000,000, of which 10 per cent. was saved; 26 per cent. of the boys saved nothing, 24 per cent. saved $1 a week and about 16 per cent. saved $2 a week. Commenting on the report, Dr. L. A. Wilson, assistant commissioner for vocational and extension education, said in part: "Roughly, three out of four of these boys are practicing saving, and while the amounts saved by some are not very large it represents a tendency that will grow into a habit, provided it is given sufficient encouragement by those who are interested in working-boys."

Hoover Finds New Need for College

President Hoover, in an article entitled "The Need for College Graduates in National and State Politics," which recently appeared in the Yale Daily News, points out that the complex structure of society requires more and more the technical skill and background of the college graduate. The article appeared as one of a series, written by outstanding leaders of American political life for "the oldest college daily." The text of President Hoover's article follows: "The need for college graduates in state and national politics is simply the need for trained minds and formed characters that exists in all departments of modern life. The increasingly complex structure of society requires more and more of the technical skill and of the cultural background that the colleges undertake to provide. As politics is but one aspect of the social order, its need of men of special educational equipment is obvious as this need is now in business or the professions."

Art Objects Offered For Students' Rooms

Pilfered "No Parking" signs, penants, pictures of stage stars and similar decorations often associated with college boys' rooms may be superseded by art of the highest type at Harvard. Works of art, consisting principally of drawings and etchings, have been offered for loan to Harvard students for room decorations, without charge, by the Fogg Museum of Art, which is a part of Harvard University. The purpose of the loans is to stimulate interest in art among undergraduates. Return of the borrowed pictures is required at the end of three months. All except freshmen are entitled to the privilege.

Wesleyan Gets Einstein Script

Wesleyan University, Middletown, Conn., has acquired the original manuscript of Professor Albert Einstein's new theory combining the laws of mechanics and the laws of electricity. The document, consisting of eight pages of closely-knit lines in Professor Einstein's hand, will be kept permanently in the Olin Library at the university. The seventh page of the document bears Professor Einstein's autograph. The eighth contains expressions of thanks to his co-workers. Dr. James L. McConaughy, president of Wesleyan, announced that the manuscript was the joint gift of George W. Davison, New York banker, who is president of the board of trustees, and Albert W. Johnson, New York financier and chairman of the Wesleyan trustees committee on buildings and grounds.

Home Courses At Columbia

According to a summary made public, 30,000 students, many of whom hold college and professional degrees, have been enrolled in the home study department of Columbia University since the organization of the department in 1919. Virtually all the States in the Union and many foreign countries are represented. In the academic year ending next June 30 about 9,000 students, it is estimated, will have enrolled. The North Atlantic States furnish the largest group, with New York leading. Pennsylvania is second, Connecticut third and Massachusetts fourth. Nearly 2,000 students of New York State, and a somewhat smaller number from New York City, study at home under Columbia guidance. Canada is first among the foreign countries, with Cuba second.

English is the most popular study, with mathematics second, history third, banking fourth, psychology fifth, French sixth, Latin seventh and art eighth. The ages of the students range from under fifteen to more than seventy-five.

Educators Defend Women Teachers

Charges made by the National Union of British Schoolmasters that women school teachers in this country were responsible for bribery and corruption have been refuted by the New York University educators. Dr. Robert K. Speer, assistant professor of elementary education, declared women teachers cannot be held responsible for any such existing conditions, and pointed out that most of the mature population which might be held participants in unfavorable political conditions, attended grade school when a considerable number of teachers were men. "It is highly improbable," he said, "that women teachers are more inclined to mollycoddle boys than men would be. Neither men nor women mollycoddle boys to any considerable degree." Dr. Philip Cox, professor of secondary education, characterized criticism of women school teachers by British masters as manifestations of the "male domination complex" and declared that too many male teachers look on their masculine clothing and deeper voices as symbols of superiority. He pointed out that school children derive their conduct more from the people around them than they do from the conventional school work.

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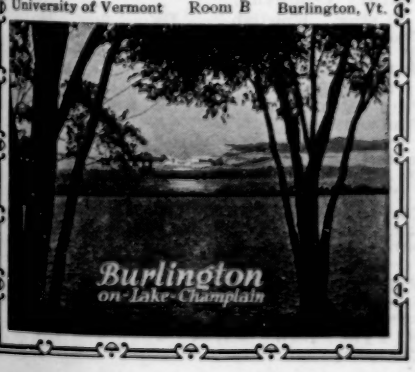

TREND OF THE TIMES

OLD FAMILY DOCTOR, in his role of kindly adviser to patients whose cases he knew intimately, is passing from the field of medicine before the advance of medical specialization, and the job of filling his all-important place falls to the neuro-psychiatrist, declares Dr. Austen F. Riggs of Stockbridge, Mass. The need of a medical man as a family adviser is greater than ever, in this age of extreme specialization, he asserts. This need is not satisfied by the most scientific and complete modern diagnostic survey by a group of specialists.

POWER OF ORATORY in persuasive effect may be incalculable, but it would require 15,000,000 speakers all talking at once to generate mechanical energy equal to one horsepower. This has been discovered incidental to experiments conducted at the University of California by Professor Vern O. Knudsen, in the course of research work dealing with acoustics.

SKILLED WORKERS such as carpenters and plumbers, who in their spare moments have studied botany or other subjects of pure science, are advised to remain in their trade with its higher rate of pay instead of becoming scientists by one of Great Britain's eminent scholars, Dr. Lawrence Pearsall Jacks, principal of Manchester College, England.

LEISURE that has come to many people in cities and towns through the social and economic conditions produced in the last forty years will create a new culture distinctly American, asserts Dr. Edward C. Lindeman of the School of Social Work in New York City. This new culture is urban and it comes largely from the struggle for space in cities and in all urban centres. This struggle for space means first the abolition of plants and animals; second, of children, and third, of women. The women and children must go to the suburbs. The struggle for time is also evident.

BUSINESS STATISTICS show that the average American man is an "old fogy" at twenty-five years of age. By that age, it is asserted, "Mr. Man has acquired the little stock of ideas and practices which are enough to make him a living. Henceforth, he becomes purely a creature of habit, his mind closed tight against new ideas."

BRITISH RAILWAYS carried 22,000,000 more passengers in 1928 than they did in 1927, but their net receipts fell $9,500,000 below the 1927 level. These statistics give some indication of how the railroads are meeting the terrific competition from busses and motor trucks. The increase in passenger traffic is due to increased cheap fare facilities which induce more people to travel by train but bring in less money. Third-class ticket loss in 1927 was $6,000,000.

THIS YEAR will usher in a period of grave political and social unsettledness all over the world. Instead of abating, human misery will go on increasing until the year 1936, when the greatest and most horrible war of history will be fought. The above prophecy is made by an international committee of psychicists headed by Rev. Walter Wynn and Captain R. A. Neaum, who have come to this conclusion of a disastrous future by a close study of the great Pyramid of Cheops.

GRAF ZEPPELIN, flying over the Dead Sea on its recent Mediterranean cruise, sank to 156 meters under sea level. It is not only the first airship to do this, but it probably also reached a greater depth than any submarine. The Dead Sea is 400 meters beneath sea level. The cruise also brought home the fact that an airship may not cross any country at will.

MOTOR VEHICLES registered in the United States last year totaled 24,493,124, representing an increase of 1,359,883 over 1927. The figure, based on state registration reports, covered automobiles, taxis, busses, motor trucks and road tractors, but did not include 148,169 trailers and 117,946 motorcycles. Owners paid the states and the District of Columbia an aggregate of $322,630,025 in license and registration fees, permit charges, fines and other taxes and penalties, an increase of $21,568,893, or seven per cent. for the year.

VOLUME OF PRODUCTION in 1928 was greater in the United States than in any previous year, reports the Federal Reserve Board. It showed that the distribution of commodities to consumers was accomplished without an undesirable accumulation of surplus stocks, that factory pay rolls increased notably and that the income from agriculture will remain approximately the same as in 1927, even though farm products on the whole were marketed at lower prices.

The BOOK TABLE

EXPLORERS AND FOUNDERS OF AMERICA. By Anna Elizabeth Foote, School for Teachers, Jamaica, N. Y., and Avery Warner Skinner, State Department of Education, Albany. Revised Edition. New York, Cincinnati, Chicago, Boston, Atlanta: American Book Company.

This book differs radically from all other accounts of exploration. Similar books confine their studies to relatively few leaders of whom all histories speak, but here are recorded the exploits of twice as many men who had a definite influence in the founding of America.

The charm of the book is special treatment of each of the famous events. The following paragraph is characteristic of the descriptions of all important occasions. We have known nothing approaching this for completeness of information, or for any statement equally effective as an aid to memory.

"There were forty-four men and thirty-nine boys and girls of various ages, besides one tiny baby born about the time they reached Cape Cod. Of these men John Carver was the governor; Elder Brewster was the minister; Edward Winslow one of the rich men; William Bradford an influential young man who for many years was governor, and wrote the history of the colony. John Alden was a young carpenter hired to come with the Pilgrims, and Miles Standish was the experienced soldier who trained the men and boys for the defence of the colony."

INTRODUCTION TO EDUCATION. By Frank L. Clapp, Wayland J. Close and Curtis Merriman, all of Department of Education, University of Wisconsin. Cloth. 570 pages. Boston, New York, Chicago, London, Atlanta, Dallas, Columbus, San Francisco: Ginn and Company.

A term which should come into general use in professional education is "Supplementary Study of Education."

Elementary schools have intensified and expanded their influence beyond estimate by Supplementary Readers, Supplementary Histories, and Supplementary Science Studies.

There is no hope of a student's knowing educational psychology, philosophy or pedagogy by studying any two or three basal texts. Every month or two there appears on the horizon a book like this "Introduction to Education," which has important new material and a skilful re-arrangement of time-honored philosophies and psychologies.

An important service professional course which can be rendered student teachers is to have them learn how to use a book like this output of three professors in the Department of Education in a great university. There is information here of high value if it is skilfully culled by a student who has learned the art of seeing at a glance as he runs through the pages what he knows he had not had as effectively stated before.

HEALTH AND PHYSICAL EDUCATION FOR ELEMENTARY SCHOOLS. By Alonzo Franklin Myers and Ossian Clinton Bird, both of Ohio University, Athens. Cloth. 342 pages. Garden City, New York: Doubleday, Doran and Company, Inc.

This book meets several needs skilfully and heroically. One of its notable achievements is its appreciation of the vital changes in all education since 1920. It is not fettered by devotion to any school methods or devices that were taught as professionally sacred ten years ago. Every page shows that the authors have been alive to the world's progress in school as everywhere else.

Another equally important contribution to textbook making is its genuine devotion to the present need of making the elementary school a distinct unit to be taken into account in the teaching of any subject, in the preparation for teaching children of elementary school age.

A third, and perhaps the most important of the virtues of this really remarkable book is the fact that it recognizes that there is no school subject that can stand alone, that does not overlap into some other subject and belong there.

We have seen no equally heroic distinction between the notion of "psychology of subject" and the fitting of varying phases of various subjects to the psychology of pupils of various grades.

In brief this is a book for all elementary grades having all children in mind, merely magnifying everything that intensifies hygienic information and promotes health practices in school, on the playground, in all social activities and everywhere else.

ELEMENTS OF PUBLIC SPEECH. By J. K. Horner, University of Oregon. Cloth. 313 pages. Boston, New York, Chicago, Atlanta, San Francisco, Dallas, London: D. C. Heath and Company.

Public speaking is now an attainment that is universally needed as never before, and it is now demonstrated that practically every one can learn to be an interesting conversationalist, an attractive public speaker and a skilful debater.

There is no subject in the public schools that can be more definitely and successfully taught than can public speaking to any one who really wants to learn it. We give an experience with which we are personally acquainted.

A foreigner with no especial education in his own country came to a Western state, was eminently successful in a large way in business. Met people in business and in public affairs easily and successfully. It occurred to him that it would be relatively easy for him to be elected to the United States Senate. He sought one of the best teachers of public speech in the United States, who happened to be an intimate personal and professional friend of mine, which accounts for my interest. This would-be senator went to Chicago frequently, stayed long enough to get a good group of lessons, and when occasion arose he canvassed his state as a candidate, amazing everyone by the ease, grace and effective campaigning.

Professor Horner's book is a masterly treatment of the science and art of teaching and learning the art of public speaking.

Books Received

"A Latin Vocabulary for Third and Fourth Years." By S. A. Hurlbut and B. M. Allen.—"Latin I." By H. C. Pearson, L. M. Lawrence and N. F. Raynor.—"Plane Geometry." By Joseph A. Nyberg.—"Junior and Senior High School Speller." By Ethel G. Ward.—"How the World Is Clothed." By Frank G. Carpenter. New York: American Book Company.

"Marriage Laws and Decisions in the United States." By Geoffrey May.—"Marriage and the State." By Mary E. Richmond and Fred S. Hall. New York: Russell Sage Foundation.

"Greek Physical Education." By Clarence B. Forbes.—"Principles and Practices of Vocational Guidance." By I. David Cohen. New York: The Century Company.

"Using English." By Lucy H. Chapman.—"Beginnings of Rome." By R. F. Haulenbeek. New York: Harcourt Brace Company.

"Saint Paul." By F. C. Miller. St. Paul, Minn.: Webb Book Publishing Company.

"The Supervision of Secondary Subjects." By Willis L. Uhl. New York: D. Appleton and Company.

"Fundamentals of Chemistry." By Carl William Gray, Claude W. Sandifur. Boston: Houghton Mifflin Company.

"The Music Hour." By Osbourne McConathy and others. New York: Silver, Burdett and Company.

"Training Children." By William H. Pyle. New York: The Century Company.

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GRINS BETWEEN GRINDS

Down to Brass Tacks

Girls when they went out to swim,
Once dressed like Mother Hubbard;
Now they have a bolder whim:
They dress more like her cupboard.

Sidewise

Bianca—"Bob, can I get into the park through that gate?"

Bob—"Guess so, I just saw a load of hay go through."

Easier to Reach

The favorite soprano, after apologizing for her cold, sang:—

"I'll hang my harp on a weeping willow tree-e-ee, ahem! On a weeping willow tree-e-ee, O!"

Her voice cracked on the high note. She tried again. Then came a voice from the back of the hall:—

"Try hanging it on a lower branch, miss!"

Ouch!

"Will the anaesthetic make me sick, Doctor?" asked the nervous patient.

"Oh, I don't think so," said the Doctor.

"Well, how long will it be before I know anything?"

Came the wifely interruption:—

"Aren't you expecting too much of an anaesthetic, dear?"

Rare, in Fact

"You say he is a strange husband?"

"I'll say he is!"

"What's so strange about him?"

"Why, they have been married ten years and he still thinks his wife isn't able to put on her own overshoes or even find a chair for herself when she comes into the room."

Natural Ability

"Does my boy," inquired the parent, "seem to have a natural bent in any one direction?"

"Yes, sir," said the teacher. "He gives every indication of being a captain of industry some day. He gets the other boys to do all his work for him."—Stray Stories.

Exactly

A teacher was giving his class a lecture on charity. "Willie," he said, "if I saw a boy beating a donkey and stopped him from doing so, what virtue should I be showing?"

Willie (promptly) — "Brotherly love."

Harmless

The minister called at the Jones home one Sunday afternoon, and little Willie answered the bell.

"Pa aint home," he announced. "He went over to the golf club."

The minister's brow darkened, and Willie hastened to explain:—

"Oh, he ain't gonna play any golf. Not on Sunday. He just went over for a few highballs and a little stud poker."

Out of the Mouths of Babes

Peggy had been to the circus and mother thought to impress a lesson. "When dogs and ponies and monkeys obey so well, don't you think a little girl ought to obey even more quickly?" she asked.

"Yes, Mummy," was the instant reply, "And I would if I had been as well trained as they have."

Clear Enough

"Mother," she began, "what does trans-Atlantic mean?"

"Across the ocean," replied the mother.

Then, "Does 'trans' always mean across?"

"Yes, it does, always." And the mother added sternly: "If you ask another question tonight, I shall send you to bed."

The second silence lasted about three minutes. It was broken at last by a plaintive, small voice which commented: "Then I suppose transparent means a cross parent!"

—Juliette Frazier.

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Character Education in Pontiac Schools

By J. H. Harris
Superintendent, Pontiac, Mich.

Character education is receiving widespread attention, as every one who is familiar with educational and social literature is aware, but as a matter of fact little is being done about it.

An innovation in public school procedure is to be launched in Pontiac, Michigan, next fall, when a directorship of character education will be established. So far as known this will be the first of its exact nature in the country, and the experiment will be watched with much interest.

Character is by no means so simple a thing as perhaps the mass of people think. As a matter of fact it is an exceedingly complex thing involving emotional and physical factors as well as intellectual, and for that reason is a far more complicated object to deal with than is, for instance, arithmetic or geography.

Because of its complexity there has been wide difference of opinion as to methods of dealing with it, but the growing laxity of morals, the increasing disregard for law, the lessening of home and parental authority through the conditions of modern life, the increase of crime, the break-down of religious sanctions hitherto such a bulwark of moral stability, has united to force thoughtful people everywhere to a more serious consideration of the problem confronting us as a nation, and to demand that at least an effort be made to counteract the deteriorating tendencies of the time by creating in our children and youth ideals and habits that will on the one hand build into their lives, through habit, a resistance factor that will stand them in good stead in hours of temptation, and on the other instill in them ideals of individual and social behavior that will be positive inspirations toward the good life.

We propose to make, here in Pontiac, a laboratory experiment which all who are interested in the subject of character education may watch and appraise. Our experiment should at least prove a genuine contribution to the problem, and whether its results are positive or negative, confirmatory of our theory, or nugatory, it will be well worth while.

So far as our program is concerned we realize that we must feel our way. We are pioneering, with all that that implies. At the same time we have set ourselves certain tentative tasks as constituting at least a beginning.

We have selected a director, Kenneth L. Heaton of the University of Chicago, who is about to receive his Ph.D. in the field of character education and whose training and experience seem to qualify him admirably for the particular job we are creating. As to the method of attack we propose to make a start in three directions.

In the first place, we shall set about the task of training and educating the teachers in the technique of handling personnel and problem cases. The teacher is after all the one who is, next to parents, closest to the boy or girl, and upon her or him must rest the major part of the responsibility for character building. Some teachers instinctively seem to know how to reach the erring child and set him in the right path. Others seem never to master the art. It will be one of the primary duties of the director of character education to stimulate in the teaching body a real interest in the problem and to furnish them a more adequate and scientific technique.

In the second place it will be his task to co-ordinate all the forces and activities that now in an incidental and unorganized way make for good citizenship and character development, and bring them to an awareness of their place in the total scheme of things. It will substitute a conscious product for a subconscious by-product; definite objectives for indefinite and vague ones.

The literature that makes for the creation of ideals will be organized and graded so as to produce the maximum influence upon the development of the child.

In the third place, the director will interest himself in case-work,—in the specific problem of the boy or girl who makes an initial misstep and who may perhaps be prevented from further errors if the right methods are employed. This will involve much personal work,—home and neighborhood contacts, conferences with parents and teachers, and so on.

These are but the starting points, as I said above, and indicate merely the initial steps we propose to take in a program that will continuously enlarge its scope as we penetrate more deeply into its problems.

It will be noted that we have said nothing about religious education. We have no intention of entering that perplexing and controversial field. We are not establishing a department of religious education in our public schools. To be sure our program will have a religious and reverential background, and we seek the good will and co-operation of all community agen-

cies (including the churches) that make for character building, but we shall seek to avoid all entangling alliances.

We shall ourselves watch the experiment with deepest interest and we anticipate that the educational world, together with all those organizations that are actively promoting the cause of character education, will watch with equal interest the progress of the Pontiac experiment. We hope from time to time to report our findings.

Find Scarcity of "Collegiates"

The modern American collegian is not "collegiate," but "has higher ideals and purposes, does better and more serious scholastic work and lives by a higher standard of moral conduct than the student of any preceding generation." That is the conclusion Henry Grattan Doyle, dean of men of George Washington University, has drawn from his own observations and from statements by the presidents or deans of men in about 300 colleges in reply to a questionnaire. The "collegiate" of the stage and comic papers represents only one or two per cent. of the student body, the replies agree, and almost all declare that slouchy appearance, tumble-down socks, three-day shirts and rumpled collars are exceptions and are disapproved by the majority of collegians. Replies from coeducational colleges declare the presence of women students on the campus has a good effect on the personal appearance and conduct of the young men. The rare "collegiate," it was held, does not as a rule excel in scholastic standing, sports or other student activities. Some of the college authorities went so far as to declare that he almost never excelled in those things for which students are respected among their fellows.

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